

# DIGGLE SCHOOL

Sam Road, Diggle, Saddleworth OL3 5PU  
Headteacher: Mrs S. Newton  
Tel: 0161 770 5246 Fax: 01457 872114  
Email: info@diggle.oldham.sch.uk  
www.diggle.oldham.sch.uk

## SPECIAL EDUCATIONAL NEEDS POLICY

Policy Written by:

School SENCo - Miss Michelle Alker

NASENCo award - June 2012

This SEN Policy details how Diggle will do its best to ensure that the necessary provision is made for any pupil who has special education needs and those needs are made known to all who are likely to teach them. The school will strive to ensure that teachers are able to identify and provide for pupils who have special educational needs to allow them to join in the activities of the school.

The school will have regard to the Special Educational Needs Code of Practice when carrying out duties towards all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is to be made for their child.

**Every teacher is a teacher of every child or young person including those with SEND.**



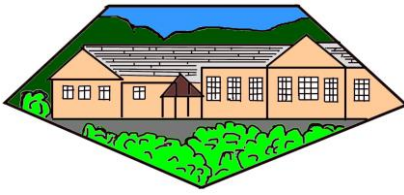
### Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils with medical conditions April 1014
- The National Curriculum in England Key Stages 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher's Standards 2012

### Definition of special educational needs





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The SEN Code of Practice (DfE, 2014) says, ‘a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age; or
- b) has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.’

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## Definition of special educational provision

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

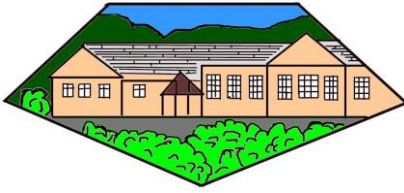
## SECTION 2

### AIM

- To create an inclusive environment that meets the special educational needs of all children;
- To identify the roles and responsibilities of staff in providing for children’s special educational needs;
- To enable all children to have full access to all elements of the school curriculum and school life;
- To enable all children to work towards promoting a positive self image and self worth;
- To regularly review and evaluate children’s progress and to work in partnership with parents and children throughout the process.

### OBJECTIVES





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- To ensure that the special educational needs of children are identified, assessed and provided for as early as possible;
- To work within the guidance provided in the SEND Code of Practice, 2014;
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs;
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion Policy;
- To provide support and advice for all staff working with special educational needs pupils.

## SECTION 3

### IDENTIFYING SPECIAL EDUCATIONAL NEEDS

At the heart of each class is a continuous cycle of assessment and planning which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements, but those children whose attainment falls outside the expected range **may** have special educational needs. Early identification is vital and the school uses a graduated response to children’s special educational needs as outlined in the Code of Practice. The class teacher makes an initial identification and informs the SENCo and parents at the earliest opportunity to share concerns and enlist their active support and participation.

The class teacher collates evidence and records their concerns on a ‘Cause for Concern’ form which is to be shared with the SENCo. This evidence includes:

- Outcomes from baseline assessments and SATs
- Progress within Early Learning Goals, National Curriculum levels year 2 and 6, and age related expectation for all other years in KS1 and KS2.

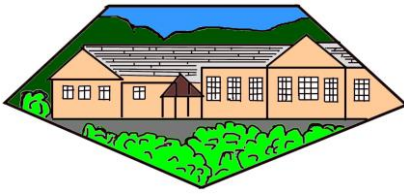
The SENCo, together with the class teacher, decide whether it is appropriate to place the child on the SEN register and at which level of provision. Parents will be consulted prior to this taking place.

### AREAS OF NEED

- **Communication and Interaction:**  
Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.

Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction.





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- **Cognition and Learning:**

Support for learning may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. These can include moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD).

Specific Learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions, such as dyslexia, dyscalculia and dyspraxia.

- **Social, Emotional and Mental Health Issues:**

Children and young people experiencing a wide range of social and emotional difficulties which manifest themselves in ways such as becoming withdrawn or isolated, displaying challenging or disruptive behaviour. This also includes children with ADD or ADHD.

- **Sensory and/or Physical Needs:**

Children and young people with a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. They include vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) and will require specialist support.

Children and young people with a physical disability (PD) which requires additional ongoing support and equipment.

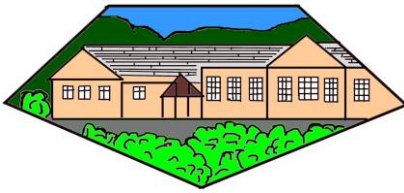
## SECTION 4

### A GRADUATED RESPONSE TO SEN SUPPORT

Quality First Teaching occurs in all classes throughout school. This presents the following characteristics:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils

Teaching within each class is regularly and carefully monitored.



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The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the adjustments and good quality personalised teaching.

Provision for children with special educational needs is a matter for the whole school. **All teachers are teachers of children with special educational needs** and teaching such children is, therefore, a **whole school responsibility**.

At the heart of each class is a continuous cycle of assessment and planning which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements, but those children whose attainment falls outside the expected range **may** have special educational needs. Early identification is vital and the school uses a graduated response to children's special educational needs as outlined in the Code of Practice. The class teacher makes an initial identification and informs the SENCo and parents at the earliest opportunity to share concerns and enlist their active support and participation.

The class teacher collates evidence and records their concerns on a 'Cause for Concern' form which is to be shared with the SENCo. This evidence includes:

- Outcomes from baseline assessments and SATs
- Progress within Early Learning Goals, National Curriculum levels, National Literacy and Numeracy Strategy objectives.

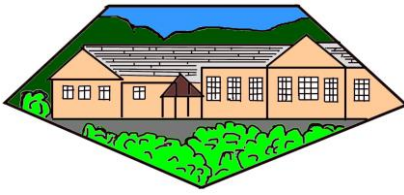
The SENCo, together with the class teacher, decide whether it is appropriate to place the child on the SEN register and at which level of provision.

If a child's needs are severe, it may be necessary to call in external agencies to assist with more specialised assessments and support. These might include:

- QEST
- Speech and Language Therapy
- Educational Psychologist
- Healthy Young Minds
- Hearing Impairment team
- Visual Impairment team

## MANAGING PUPILS NEEDS ON THE SEN REGISTER

All children on the SEN register are monitored regularly and carefully. Person Centred Plans will be reviewed and updated termly in order to keep track of children's targets/outcomes and the progress that they are making. This is facilitated by the SENCo and the level of provision is decided during these meetings and dependent on the child's needs. (See Local offer).



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If school is unable to fully meet the needs of a pupil within school, this will be backed up by minutes from the Person Centred Review, assessments of the child, and outcomes that need to be achieved.

If external agencies are required, this will be accessed using the appropriate method of contact. This is monitored by the SENCo and parents will be involved in any decision making. Information about costings for this can be found in the school office.

If additional funding is required to enable school to meet specific needs, this will be highlighted in the Person Centred Review and be applied for in the correct way. During this process, school will highlight the outcome to be achieved, the costs involved, any specialist equipment/resources required and how this will be utilised.

## SECTION 5

### CRITERIA FOR EXITING THE SEN REGISTER

All children on the SEN register will be closely monitored. If it is found that children have progressed to a point where Quality First Teaching will meet their needs and an intervention is no longer required, they will be taken off the SEN register in consultation with parents, the class teacher and SENCo. They will however, continue to be monitored closely to ensure that is in the best interest of the child.

## SECTION 6

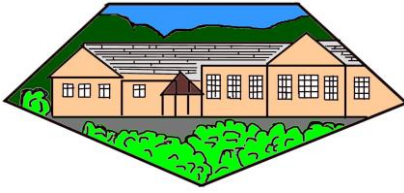
### SUPPORTING PUPILS AND FAMILIES

At all stages of the special needs process, the school keeps parents fully informed and involved. We have regular meetings to share the progress of the children with parents and take account of their wishes, feelings and knowledge at all stages. We encourage parents to make an active contribution to their child's education.

Partnership with parents plays a key role in enabling children with special educational needs achieve their full potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents will be treated as partners and supported to play an active and valued role in their children's education.

- Guidance can be found within the LAs Local Offer ([www.oldham.gov.uk](http://www.oldham.gov.uk))
- Further information can be found in the school's SEN information report which can be found on the school's website ([www.diggle.oldham.sch.uk](http://www.diggle.oldham.sch.uk))
- Support is available from POINT - Parents of Oldham In Touch ([www.pointoldham.co.uk](http://www.pointoldham.co.uk))
- Admission arrangements can be found on the school's website as well as from the school office in the prospectus





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- Access arrangements: it may be necessary that those children with additional needs require help during tests/assessments. This help is defined in the guidance from the Department for Education board.
- During transition, children are supported fully at each stage, whether it be from class to class, across a key stage or to another school. This could include additional visits, meetings with the new teacher/s or a transition passport.

## SECTION 7

### SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs and may have a statement, or Education, Health and Care Plan which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice (2014) is followed.

## SECTION 8

### MONITORING AND EVALUATION OF SEND

All children on the SEN register are monitored closely and regularly. Interventions which take place are also monitored to identify the impact of these on the children taking part. This is done through observations and looking at the progress of the children involved. We also take into account the views of the parents and children.

If it is felt that a particular intervention or resource is not having the desired impact on the progress of a child, they this will be evaluated and a more appropriate intervention will be used.

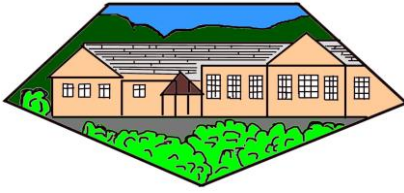
## SECTION 9

### TRAINING AND RESOURCES

Staff Audits are carried out in order to find out the training needs of all staff within school. Training is then organised either on a whole school or an individual basis, depending on the findings and needs of the school.

## SECTION 10





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## ROLES AND RESPONSIBILITIES

### The Role of the Governing Body

The named Governor responsible for special educational needs is Mr David Hampson. The Governing Body ensures, through Headteacher delegation, that all teachers are aware of the importance of providing for these children. They monitor the success of the school's policy for children with special educational needs.

The monitoring criteria include:

- The maintenance of accurate, up to date records by the SENCO and other staff;
- Analysis of pupil tracking data and test results (for individuals and groups of pupils);
- Evidence from OFSTED inspection reports;
- School development plan.

Mrs Sarah Newton is the designated teachers with specific Safeguarding responsibility.

Mrs Sarah Newton is responsible for managing PPG/LAC funding.

The SENCo is responsible for managing the schools responsibility for meeting the medical needs of pupils.

## SECTION 11

### STORING AND MANAGING INFORMATION

For details on how documents are stored, please refer to the school's Information Management and Confidentiality policies.

## SECTION 12

### REVIEWING THE POLICY

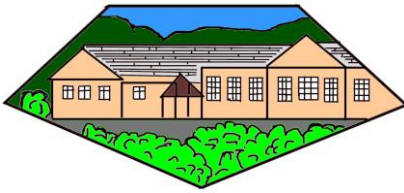
This SEN policy will be reviewed annually in line with the SEND Code of Practice (2014).

## SECTION 13

### STATUTORY RESPONSIBILITIES







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The Accessibility plan can be found on the school’s website.

## SECTION 14

### DEALING WITH COMPLAINTS

The arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with Special Educational Needs, concerning the provision made at the school can be found in the school’s Complaints Policy.

## SECTION 15

### BULLYING

The school’s Bullying policy highlights the steps taken to ensure and mitigate the risk of bullying of vulnerable learners at the school.

## SECTION 16

### APPENDICES

Signed Chair of Governors:.....

Date:.....

Review Date: October 2019

